



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Outlines of Ancient History for the Use of High Schools and Academies. By WILLIAM C. MOREY. (New York: American Book Company. 1906. Pp. 550.)

THE teachers of the secondary schools are somewhat bewildered by the multiplicity of text-books covering some one of the fields of work laid down by the Committee of Seven. The books are shot out by the publishers like the pneumatic-tube cash-carriers of our department stores; and the teacher takes up first one and then another, and is sorely puzzled to find a *raison d'être* for the publication of each new text. He queries if the author has presented the subject-matter in a different way from preceding texts, if he has made any attempt to add or eliminate facts hitherto absent from or found in former books, or if he has changed the emphasis placed on certain portions of the material. To all of these questions the answer is no. Each book is scarcely more than a reproduction of its predecessors.

The book under consideration is no exception to this rule. In general it shows most of the qualities now demanded in a text for secondary schools. It is accurate and impartial; it shows sufficient acquaintance on the part of the author with the results of the most recent investigations; the language used is simple; the illustrations picture men or things as they were and include views of ruins and good restorations; the maps relate to the text and places mentioned therein are to be found on them; pedagogical apparatus, in the form of "synopses for review", "references for reading", a classified bibliography, and an excellent index, is put in its appropriate place at the close of chapters, or at the end of the book. There are some minute defects. The author might have profited by some earlier criticisms in this REVIEW passed upon his *Outlines of Greek History*: some antiquated illustrations have been put in; on a few maps there are many names of places not mentioned in the text, and these will only serve to confuse the student; teachers will miss the well-thought-out and suggestive questions which are to be found in some texts, others will lament the absence of a list of important dates, and still others will feel that the author has not made sufficient use of authentic anecdotes. At times carelessness in proof-reading is observable, as in leaving those puzzling numbers under the illustration on page 208, or in calling all the masks on page 211 "Masks used in Comedy", or in having "Broughton" for Boughton on page 526.

By the use of pencil and scissors the author has reduced his *Outlines of Greek History* and *Outlines of Roman History* from a gross total of about 750 pages to this volume of 550 pages. These two excellent manuals have suffered by the process used. The titles of the chapters have been changed. A comparison of the texts, however, shows that much cutting, but little rewriting, has been done. The failure to rewrite is the matter wherein the greatest weakness of this book lies. As it is presumably for pupils of about the age of thirteen

or fourteen years, the author should have made a distinct effort to write for (not necessarily write down to) children of that age. The error into which the author has fallen is in thinking that a book can be equally well handled by students of eighteen and fourteen. This is shown by his choice of material, by his method of presentation, and by the selections for outside reading, most of which would stagger a college student and which to the pupil of fourteen are but words, words—a dry and compulsory task to which he applies himself by reading a page and then counting up to see how many more he must read. The fact that most college writers of texts for secondary schools fall into this error makes it none the less serious in any book.

JAMES SULLIVAN.

Essentials of United States History. By WILLIAM A. MOWRY and BLANCHE S. MOWRY. (New York: Silver, Burdett, and Company. 1906. Pp. x, 378, 56.)

The Making of the American Nation: a History for Elementary Schools. By JACQUES WARDLAW REDWAY, F.R.G.S. (New York: Silver, Burdett, and Company. 1905. Pp. xii, 420, 56.)

ESTIMATED by the number of text-books intended for pupils of the elementary schools which have been published recently, history is coming into a larger place in the curricula of these schools. Really worthy texts will do much to stimulate this interest.

The declaration, by the authors of *Essentials of United States History*, that particular stress is to be laid on the "personal element" sounds attractive. Short sketches of the careers of leading men are given either in the body of the text or as foot-notes. This feature would have been strengthened had the four and one-half pages which are devoted to Benedict Arnold (pp. 152-156) been given to the more notable and worthy characters.

Conventional titles are given the forty-one chapters, each administration being assigned a separate chapter.

"It is well," the teacher is informed (p. vi), "in many cases, merely to read over the details of war and battles, dwelling rather on causes and effects . . . the pupils should see clearly that glory is not confined to the battlefield, nor patriotism to the career of the soldier." Such a viewpoint is not emphasized by assigning fifty-five pages to the purely military account of the American Revolution, and by devoting to the Civil War one-fourth of the material from the inauguration of President Washington to the present time. Sense of proportion is lacking, also, when eight lines are given on the same page to the discussion of Hamilton's financial measures, and to the statement that Monroe came within one vote of a unanimous election (pp. 191-192). The mere outline of the Constitution and list of the presidents is of doubtful value (pp. 170-175).